University Administration Support Program
Fellowship in Research Management

Implementation Plan

Establishing a Research Integrity and Development Program at Zaporizhzhya National University, Ukraine

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Introduction

Ukraine's civic revolutions of the last decade (the Orange Revolution of 2004 and the Euromaidan Revolution or Revolution of Dignity of 2013-2014) were supposed to bring democratization. Highly anticipated were improvements within the sphere of higher education (HE), which still reflects the Soviet model of theory-based teaching rather than adherence to internationally accepted best practices. The reforms have been introduced recently with the adoption of the new Law of Higher Education in 2014. But they are being met with problems and obstacles associated with the social humanitarian crisis currently in high gear in Ukraine. According to Democratychni Iniciatyvy, in July 2015, there was only a 30 percent approval rating of the current reform progress. A 72 percent majority considered corruption, economic oligopoly, inefficient governance, and a lack of social and economic strategy to be the main causes for the crisis; only 28 percent blamed the conflict in Donbass, Eastern Ukraine[1].

Having been freed from the Soviet Union in 1991, Ukraine has started its way toward modernization. Unfortunately, HE remains a most difficult field to change, perhaps due to heavy ties with the past. In its reports, American Knight International Press Program for promoting independent journalistic initiatives and trainings noted that in contrast to others of the world's emerging democracies, Moldova, Russia and Ukraine were incorporated into the Soviet state, and much was done to crush their national identities. They emerged after the dissolution of the Soviet Union with weaker senses of distinctiveness, even less economic independence, and fewer ties to the West[2].

Nevertheless, tectonic changes have been happening in Ukrainian HE over the past two years. The crisis in education itself might have been a cause of the total humanitarian crisis in the country. It was alternately worsening and improving back and forth during last years in office of fled president Viktor Yanukovich (2010-2014) and during the most recent times of political, economic and social instability.

British Councils in Ukraine reported two major factors influencing the current state of HE: firstly, the involvement of the sector itself by writing, discussing and adopting new HE law, and, secondly the political context – Ukraine's Euromaidan and the emergence of new government and parliament members with pro-democracy, pro-European views[3].

All abovementioned facts influence the social changes in Ukraine and particularly Ukrainian education. It is important to note that these processes occur while transitioning from a state-regulated to a market kind of economy and thus complicate the proclaimed protections under the Constitution of Ukraine of honorable and dignified values of human lives, social harmony, and the universal right to free education for all citizens of the land of Ukraine (Articles 3 and 53)[4].

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[1] Negreyeva, I. (2016) Media sustainability index 2016 in Ukraine / IREX, p. 1.
[2] Becker, L.B. & Lowrey, W. (2000), Independent Journalism Training Initiatives: Their Impact on Journalists and Journalism Education, p. 10.
[3] Higher education in Ukraine: British Council briefing paper (2015) / British Councils.
[4] Supreme Soviet of Ukraine (2004), Constitution of Ukraine With the amendments and supplements borne by the law of Ukraine, 08 December 2004.

Background and Problem Statement

While Ukrainian HE is under reform, there are numerous problems and obstacles along its pathway to be overcome. I see a big gap between changes Zaporizhzhya National University stated on paper and real changes that should be pursued in order to reach a level of research management, which would allow ZNU to compete nationally and ultimately on the world scale. I believe at least two special university units should be developed for meeting these changes: **1) an academic and research integrity office and 2) a research development unit**.

PESTLE Analysis of factors influencing implementation of the changes in ZNU

Political Factors	*1) Anti-corruption movement and lustration among education administrators and faculty accused in corruption are still in action; however, there is little political will to eliminate corruptive practices (recent scandals around elections to National Quality Assurance Agency for Higher Education[5], intruding into admission processes[6] etc.).* *2) Political pressure to continue scientific misconduct and lobbing own interests (case of plagiarism and pseudoscience around doctoral dissertation by Kateryna Kyrylenko, Ukraine's Vice-Prime Minister Vyacheslav Kyrylenko's wife)[7].*
Economic Factors	*1) GDP fell by 12 percent, and the currency (hryvnia) dropped approximately 70 percent against the U.S. dollar over the past two years.* *2) Nearly all Ukrainian citizens have experienced reduced wages and lower consumption because of the current economic crisis[8].*
Social Factors	*1) Continuous war with terrorist supported by Russia at Eastern Ukraine (since 2014). Besides crisis and humanitarian disaster, the war revealed a wave of patriotism and voluntary movement to support citizens within the country. It also brought understanding of need for change, especially in HE to strengthen youth.* *2) High fear and disappointment in reforms and social strategy of the Government, especially regarding people displaced from conflict zone of Donbass.* *3) Long history of corruptive practices in any social institution, including higher education: bribes for admission, grades, promotion, dissertation defending etc.[9].*
Technological Factors	*1) Wide-spread of internet and electronic technologies has positive influence on HE.* *2) E-based academic database to combat plagiarism to be launched in Ukraine[10].* *3) Developing of distance learning system MOODLE is on progress in ZNU.*
Legal Factors	*Implementation of Law of Higher Education (2014) supposed to bring autonomy and decentralization to the university, however years of directed leadership from the Ministry of Education and Science created for university administrators a habit to expect that every decision must be proved by Ministry's regulations. Learning to make own decisions and take responsibilities to be obtained and developed in ZNU.*
Environmental Factors	*Zaporizhzya is highly polluted industrial city[11] with two major metallurgical plants and chemical industry. This issue has very negative influence on citizens' health and well-being. As a result, many people try to move to other less polluted regions regardless education opportunities or jobs available at this city. Thus, ZNU struggles to enroll best possible number of student and faculty; however, environmental issues are big obstacles to development of the university.*

[5] Kvit, S. (2016) Serhiy Kvit: The paradoxes of post-Soviet education // Kyiv Post . – 2016. – June 1.
[6] Yarmola, N. (2016) The scandal with the UPE. In Ukraine, falsified test results - already have the first contributions of students // Newsme. – 2016. – August 22.
[7] Sharapov, S. (2016) A Lepton "God": Proof of the Collapse in the Ukrainian Scientific Degree Awarding System // Vox Ukraine. – August 12.
[8] Negreyeva, I. (2016) Media sustainability index 2016. The Development of Sustainable Independent Media in Ukraine, p. 1.
[9] Mendel, I. (2016) Aftermath of a university bribe // Politico. – 2016. – October 12.
[10] Academic Database to Combat Plagiarism Set to Launch (2016) // Ukrayinska Pravda. – 2016.-July 26.
[11] Pollution in Zaporizhzhya, Ukraine (2016) // Numbeo.com. – 2016. – August.

SWOT Analysis

Strengths	Weaknesses
- Quick learning and adapting abilities of the staff, faculty and especially students; - Big potential of intelligent educated people; - High demand for innovations and changes; - Well-established structure/hierarchy of the university; - Diversity and competitiveness of the market forcing to change the HE in Ukraine; - Brand-strong reputable university.	- Poor/week out-of-date research labs capacity; - Week methodological skills among faculty; - Lack of strategic planning of research agenda and its development; - Lack of institutional research integrity and other research related policies; - Lack of managerial skills and specialized soft-ware for research management; - Lack of interaction with local businesses; - Lack of interdisciplinary cooperation.
Opportunities	**Threats**
- Exposure to external resources (national and international funding); - International cooperation (academic mobility, funding, curricula etc.); - Sharing of research databases; - Professional networking; - Growing private sector and potential for investments in Ukrainian economy; - Professional travel (conferences, joint projects) and collaboration in research.	- Economic crisis and ongoing war; - Budget cuts for education and research as a result of the crisis and war in Ukraine; - Increase of international competition; - Demographic crisis and as a result decrease of the amount of talented youth; - Low acceptance of change by old faculty and staff, especially financial and HR offices; - Fear of failing the reforms; - Lack of leadership skills.

Vision, Goals and Objectives

Vision

Students, faculty and researchers will be able to conduct their research freely, responsibly, and on competitive basis with essential support from the University by getting proper funding, learning, reviewing, and developing opportunities from both local/national and international initiatives.

Goals and Objectives

Long-term

1) Develop a clear comprehensive structure of research divisions, setting them with concrete, transparent, achievable goals and responsibilities.
2) Develop a clear set of regulations (policies) regarding all types of research conducted in the university, with clear and logical steps of research procedures.
3) Guard against corruptive practices, maintain an ethically responsible research institution, which values its human potential and supports research by any possible means.

Short-term

1) Negotiate series of meetings/workshops with colleagues within ZNU administration team to develop set of rules, to comprise them into policies of responsible research conduct and effective research management.

2) Facilitate consultation process with research faculty and staff to establish research development services in the University (grants proposal writing, financial services etc.).
3) Develop new training provision for researchers to help them with grants proposal preparation and maintenance (especially those aiming on collaborative projects).
4) Hold seminars/round tables to share my experiences learned from UASP and USU.

Lessons from Fellowship

My UASP fellowship opened for me new views on how a research institution should work and what results effective research management can bring in terms of a university's research success.

Utah State University is a mature research university with a well-developed Research Office, which is combined with its Graduate School into one unit in order to bring and deepen collaborative research of students and faculty. The office has 64 employees with Vice President in Research on top of it. He has three Associate VPs in Research, who coordinate graduate and undergraduate research, tech transfer, research integrity and development, research boards and committees, and sponsored programs office. The total amount of contracts, grants and other federal funding they manage is $170 million as of 2016[12].

Multiple directions intertwine within the office: undergraduate research, graduate research, post-graduate program, research development, sponsored programs and business services, compliance and integrity management, and technology transfer. USU has a very decentralized structure. It means that each department and college has its own research priorities, plans, and projects; they use their own funding resources and allocate money according to their needs. The university research units only assist them on needs-based principle providing essential help in proposals writing, grants maintenance and reporting, business services, information and training provision.

Following is the summary of gleaned information important to my project:

Undergraduate and Graduate Research

USU is the second U.S. institution after Massachusetts Institute of Technology to establish an undergraduate research program. Now it is an important and integrated part of the research process in the university. It is seen as:

- Part of student education, gaining needed "real job environment" skills: time management (deadline pressure), teamwork, job responsibilities etc.
- Not necessarily leads (but usually does) to gaining graduate degrees, rather basically seen as a way of enhancing the quality of education;
- "tool" to keep students concentrated on their future profession by eliminating the need to look for external jobs. Instead they get a paid position within research projects (it is true for the majority of graduate student researchers too);
- Faculty collaborative (each undergraduate researcher has a mentor; graduate students are highly encouraged to mentor undergrads in their research, while each grad student has a mentor of even two from the faculty members);
- Development of research skills by
    - participating in conferences specifically designed for undergrads and graduate students (organized by CUR – Council on Undergraduate Research on the national level, and locally by USU itself);

[12] https://www.usu.edu/about/at-a-glance/

- awards for best project proposals;
- travel grants for participating in research events;
- participation in SEED grants program for pilot project proposals (see more info below in description of Research Development section)

Research office is very dedicated to promote research both at the undergraduate and graduate level through:

- Orientations and presentations for new faculty and students;
- Mentoring;
- Support (through awards, small grants etc.);
- Advocacy (promotion, posters etc.);
- Working with USU Honors Programs to bring more students to undergraduate research;
- GrTS – Graduate Training Series (monthly)[13].

Research Compliance and Integrity

Research and Compliance unit manages all issues related to research ethics, research misconduct and compliance with all federal, state, and institutional regulations, specifically those related to:

- Human subject research (special regulations aimed to protect vulnerable populations: children under age 18, pregnant women (if research targets specifically this group of humans), imprisoned people, decisionally impaired);
- Animal care and protection;
- Biosafety and biotechnology;
- Environmental issues.

Very close attention is given to eliminating conflict of interest through:

- Annual surveying of all faculty;
- Requiring a disclosure of any conflict of interest prior to any actions taken whether this is research or academic process;
- Requiring informed consent formed filled before conducting any research involving human participants and going through Institutional Review Board review (using online resource Protis for creating review protocol - https://protis.usu.edu);

Integrity and compliance system in USU is assured by requiring researchers to complete several trainings, research orientations and mentorship:

- RFAST training (Research Financial Administration Series Training)
  - Proposal preparation, processing and review (Module 1);
  - The award process and project initiation (Module 2);
  - Key research compliance issues (Module 3);
  - Managing sponsored project resources (Module 4)[14].
- CITI training (Collaborative Institutional Training Initiative). Two courses are available, which support USU certification programs for Human Research Protections training (also referred to as IRB certification) and Responsible Conduct of Research (RCR) training[15].

[13] http://rgs.usu.edu/grts/
[14] https://rgs.usu.edu/rd/rfast/
[15] https://rgs.usu.edu/irb/training/

Research Development

- Mentoring each USU department (having representatives to work directly with department faculty and students assisting on their research proposals).
- SEED grants are competitive awards for pilot research given in three directions (ALL are collaborative and require the participant to identify the ultimate grant sponsor):
  - Young faculty with little or no experience working with mentor ("Grant-Writing Experience Through Mentorship (GEM)" – single principal investigator (PI) grant);
  - Any faculty member (can be collaborative interdisciplinary or single PI project – "Research Catalyst (RC)");
  - Collaborative research proposals for seeking no less than $1M of external sponsor funding ("Seed Program To Advance Research Collaboration (SPARC)")[16].
- Proposal writing workshops;
- Proposal writing institute (annually)[17];
- TRF – Training for research faculty (monthly)[18] during school year.

Problems faced by USU regarding its research

- Federal funding success rate for USU proposals dropped from 35% to 10% over past several years following a national trend;
- Increasing number of policies and regulations for research universities;
- Brain drain within American students, who prefer business-oriented majors, but not research intense specializations.

The lesson I learned is that USU developed such research management structure, which promotes decentralization and emphasis of each department's strengths. Collaborative cross-disciplinary research is encouraged and prioritized in engineering, space labs research, biotechnology and other fields. Humanities and arts get less funding and attention in terms of receiving external grants. However, these fields are supported internally with seed grants and other professional development programs and resources.

Activities

As mentioned previously I plan to implement two new initiatives as a result of this fellowship:
1) Create an **Academic and Research Integrity Office**.
2) Branch out **Research Development Unit** within existing Division of Science and Research.

1) My priority is an Academic and Research Integrity Office. It would deal with facilitating a research ethics training process. It would be a completely new experience for ZNU. In fact, in April 2016 the University has just started a long term four years program in strengthening academic integrity. It is expected that several components would contribute into forming values of academic honesty, trust and ethical principles. They are:
(a) educational (training) component (seminars and workshops for students and teachers, annual events like conferences or summer institutes), ***(b) motivational component*** (organization of internal contests, advocacy through meetings and brown bag seminars, publicity at university local media etc.), and ***(c) preventive component***, which is to develop a regulatory framework. All three components will be working together in order to govern relationships between teachers, students and the University administration. There must be placed into order curtain regulations of prevention and sanctions for cheating, plagiarism and briberies (discussed openly with University

[16] https://rgs.usu.edu/rd/rgs-funding/
[17] https://rgs.usu.edu/rd/proposal-writing-institute/
[18] https://rgs.usu.edu/trf/

faculty, students and staff at departments/divisions/units meetings, and utterly at General Scientific and Technical Council Meeting).

Personally, I would like to implement the educational component organizing research ethics workshops on a regular basis. I believe this component is a core one since people cannot be motivated, and punishments would not bring any positive results if they merely do not understand WHY they need to be ethical. It is a matter of changing their consciousness and replacing previous pathological experience of research misconduct. Among others, plagiarism is the most prevalent challenge to overcome. Both student papers and doctoral dissertations suffer from this in Ukraine[19].

An Academic and Research Integrity Office will maintain the following activities (workshops and seminars for students and faculty) in order to:

- Provide trainings (accompanied with video classes, case studies etc.) showing positive examples and concrete regulations on ethical research conduct including an overview of international regulations and policies (American and European);
- Introduce to researchers American concepts of protection of human participants, and animal care, biotechnology and environmental safety, conflict of interest in research. The main goal is to show people advantages of being ethical in their work, such as:
    - Eliminating legal issues involving research participants;
    - Eliminating any possible harmful or negative influence of research;
    - Eliminating/reducing conflict of interest through disclosing information;
    - Building trustful reputable relationships within research community;
    - Growing research capacity and transparent research environment for further collaborative research with national and international institutions;
    - Building successful research portfolio of the University etc.

US experience is highly reputable and valuable in terms of promoting such positive instances of valuing integral conduct in both academia and industry. As a short-term result, developing and distributing some sort of "academic and research integrity guide" will be part of this work.

2) The Research Development Unit should be organized in order to manage and promote faculty and students research development. It will work on:

- organizing trainings in grants proposal writing,
- assisting in revision of research proposals,
- searching for research funding opportunities and help during application process,
- providing information about ways of successful dissemination of research results (publishing opportunities, information about conferences, membership in professional associations, awards announcements, collaboration opportunities etc.).

I believe this unit should closely cooperate with ZNU's Postgraduate Studies Division, Scientific Library and Division of Science and Research. Surely, a completely separate scholarly paradigm is behind each research project, but there are certain basic logics in each of them, including modern trends and interdisciplinary approaches. Thus, regular trainings in research development are needed for conducting competitive research and keeping scholars updated in their fields.

[19] Stephens, J., Romakin, V., & Yukhymenko, M. (2010) Academic motivation and misconduct in two cultures: A comparative analysis of US and Ukrainian undergraduates // International Journal for Educational Integrity. - Vol. 6 No. 1, p. 56.

Deliverables

The following practical outcomes of proposed activities will occur:

1) **Strengthening research capacity through**

- organizing writing center with on-site help for researchers (especially beginners like Master's and PhD students, young faculty members) in research proposals/academic writing including training in English academic writing since the majority of international funding is available from English-speaking countries;
- developing special Research Proposal/Scholarly Writing course and adding it to curricula of every University's department for training students in gaining practical skills of writing research proposals in their field (such course has never ever been taught in vast majority of Ukrainian universities);

2) **Providing research development resources through:**

- assigning research advisors (mentors) at each department in creating training programs of specific research methods within each specialty;
- developing changes and revising curricula in order to add courses in research methods (both qualitative and quantitative – specific for every discipline). Special English-language courses should be set as required;
- advancing library resources (computer laboratories, studying rooms, online book catalogues, distance learning/advising services etc.).

People need to be trained

- students: trained in academic integrity issues (principles of ethical conduct, citation/references rules, research integrity and trust etc.), and on research methods courses;
- teachers: how to keep students informed and motivated in conducting ethical research and being responsible for their own academic work's results;
- staff/advisers: how to search for experts and trainers to enhance research development;
- responsible representatives at each department/faculty: how to organize work around research proposal writing and how to implement ethical codes into their faculties' curricula;
- library staff: how to organize and provide assistance in academic writing and assist students and faculty in their research.

Trainings will be organized based on

- regular basis (long-term plans for series of trainings for students and faculty/staff);
- developed long-term and short-term monthly plans at each department/division/faculty;
- exchanging of experience in implementing the reforms via workshops and seminars held by internal university experts and invited specialists (including international ones);
- monitoring the quality of undergraduate and graduate research programs, surveying students and staff in order to get first-hand information about realization of the reforms and their influence on target audiences;
- providing successful examples of conducted researches and publications; discussing different ways of disseminating and promoting the results of the university research.

Resource Requirements

People needed to be integrated into realizing my reform plan:

- university administration (rector, vice-rector, deans and vice-deans) for establishing new university units, developing sets of their work responsibilities, training new staff and managing

their work, forming some sort of reviewing/monitoring committee (working title “Responsible Research Conduct Review Board”);
- students and teachers in developing the University’s honor code/research ethics code;
- trainers and lecturers specialized on academic and research integrity issues and research development trainings including national and foreign experts (financial support from foreign grants might be involved for bringing them to ZNU);
- library staff, writing experts (linguists, translators/interpreters) for providing assistance to students and faculties in writing/research resources, ways of publishing nationally and internationally.

Resources needed:

- library resources:
  - computer laboratories accessibility at any times;
  - studying rooms/group studying rooms,
  - online book catalogues (available only at local machines via intranet network, not online now – this is one of the most important resources needed to be developed!),
  - distance learning/advising services etc.);
- room/office space for maintaining trainings, writing center, workshops;
- enhancing ZNU official web-site capacity to process work load with distance learning system, online trainings;
- resources for publishing and dissemination of educational handouts, brochures, pamphlets;
- furniture and technical equipment for new offices (computers, coping and printing machines, phones, Wi-Fi internet devices, office supplies etc.);
- maintenance and utility costs for new offices (electricity, internet, landline phone cost etc.);
- travel and lodging costs for invited speakers at trainings/workshops/conferences;
- compensation for office staff and trainers (per diem / salaries / honorariums).

Stakeholders and Communication

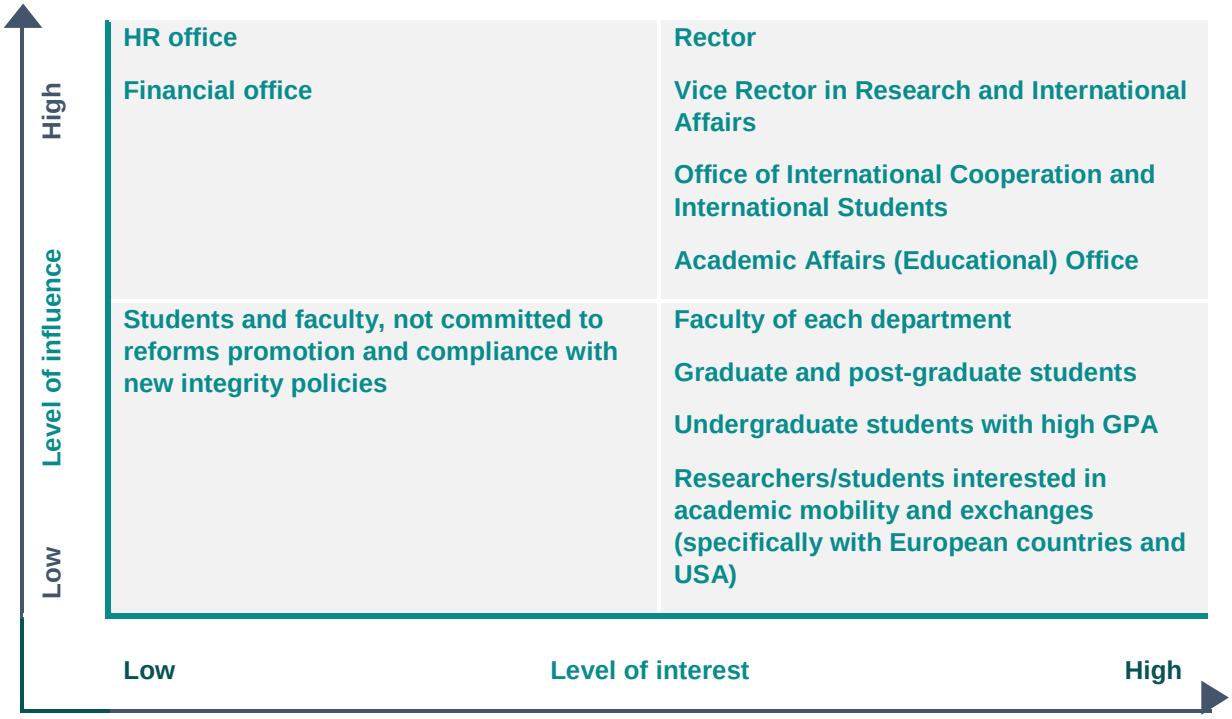
Communication with key-people:

1) **face-to-face conversations with:** rector, vice rectors in research and international affairs, in academic affairs and in financial services, deans and divisions heads;
   These people will need to see the presentation of my experience and ideas face-to-face for better understanding. I expect they will meet them very friendly since it is the time for change in the university now. Hopefully, these ideas will be very useful for ZNU.
2) **group meetings with:** the research office staff, staff of the offices of academic affairs and international cooperation, financial and HR offices**,** vice deans in research of all departments; librarians and IT department specialists;
   Group meeting with these key-participants are the best ways to present the working plan and discuss the activities proved previously by rector and the university administration. Group discussions are needed to improve the proposed plan, some questions and issues migh arise and the meetings are the best place to solve them.
3) **e-mail sent to:** IT services, faculty of each department, graduate and undergraduate students (to notify about events, changes, to collect feedback etc.);
   E-mails are the best ways to communicate major information to the key-public.
4) **personal relationships and communication established with:** internal and external experts, representatives of local, national and international professional NGOs.
   Experts and NGOs are important key-participants, who may be involved into the project, so personal connections with them are so valuable.

To promote work of new offices following ways and resources will be used:

- Local media (TV studio *Universe*, web-portal *Porogy*, internet-radio *Universe*, newspaper *Zaporizhzhya University*, official web-site of ZNU);
- To spread publicity and communicate changes to wide audience, especially parents and prospective students, the special programs in regional mass media will be initiated (TV channels *TV-5*, *Alex*, *Zaporizhzhya*, regional news web-portals and newspapers);
- Reports and academic publications will be supported to circulate the information about ethical research conduct polies, research development opportunities;
- Each faculty and department will get bi-weekly/monthly newsletters to spread relevant information and grant/development opportunities;
  Single point of inquiry will be settled in the research office to enhance internal and external communication within the University and with public

Stakeholder Analysis



Work Plan (Gantt Chart)

Action	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
Implementation plan due, its presentation at the University	v											

Negotiations with the University administration regarding organizing proposed units		v										
Developing work plan for each unit		v										
Organizing working group from faculty, students, and staff; writing drafts of the University policies in ethical academic and research conduct		v	v									
Discussing drafts of the University policies in ethical academic and research conduct at each department/division of ZNU				v								
Comprising of Responsible Research Conduct Review Board on elective basis						v						
Organizing Writing Center			v									
Monitoring of available resources for proposed units work, applying for external funding if needed				v	v							
Spread publicity and communicate changes to wide audience via mass media		v	v	v	v	v	v	v	v	v	v	v
Office of Academic and Research Integrity starts working					v							
Research Development Unit starts working					v							
Discussed research integrity and compliance policies approved and communicated to the public					v	v						
Trainings and workshops in responsible research conduct developed and held					v	v	v	v	v	v	v	v
Trainings and workshops in grant proposal writing developed and held					v	v	v	v	v	v	v	v
Intensive English writing courses prepared and incorporated into ZNU curricula			v	v	v	v	v					
Monitoring the quality of undergraduate and graduate research programs, surveying students for assessments			v	v	v	v	v					
Assigning research advisors (mentors) at each department in creating training programs of specific research methods				v	v	v						

Developing changes and revising curricula in order to add courses in research methods, academic writing				v	v	v						
Advancing library resources		v	v	v	v	v	v	v	v	v	v	v
Monitoring changes after research policies taken into action							v	v	v	v	v	v
Reports and work plans of created units to the University Responsible Research Conduct Review Board (quarterly)								v				v

Challenges and Constraints

The following challenges may occur during the plan's implementation:

- Changing the culture from unethical academic and research practices to responsible ones is a tough process, which may be accompanied with somewhat evident, but mostly hidden resistance from both students and faculty.
- Social, economic and other factors mentioned in PESTLE analysis (see p. 4) may put negative influence on the project implementation:
    - Political pressure and lack of will for change;
    - Social resistance and frustration of new reforms;
    - Economic crisis and lack of resources available for project implementation;
    - Push-back from corruptive administrators and legislators.
- Lack of quality research managers and administrators.
- Big time investment will be needed to train staff with quality preparation for successful implementation of changes;
- Lack of national trainings on ethical research standards and regulations within Ukraine;
- Non-English speaking students, faculty and staff (that number is about 2/3 of the university population) will not be able to consume related information or participate in international trainings without translation or special preparation.

Risks

Description of Risk	Likelihood (Low, medium, high)	Impact (Low, medium, high)	Risk Rating (Low, medium, high)	Action (Avoid, reduce, fall back, transfer, share, accept etc.)
Lack of internal university funding and resources, insufficient time and resource management – risk of not finding enough funding to complete the project	high	high	medium	Seek for external resources and funding through applying for grants, cooperation with professional NGOs, universities; prioritize activities and seek funding for each

Lack of informed ethical public – risk that research integrity is not considered as an important issue	high	medium	low	Reduce risk by informing/educating people through media; recruit/train new staff
Lack of wiliness to accept changes, somewhat resistance to change	low	medium	low	Transfer to positive attitude through consultations, engaging faculty and staff from the very beginning of changes
Language barrier (non-English speakers)	medium	medium	low	Reduce, provide training/translation
Neglecting of new policies, rules	medium	high	medium	Avoid by setting clear and transparent instructions, disciplinary procedures with regular reminders about them to the faculty, staff, students
Lack of quality research managers and administrators	high	high	medium	Provide quality training
Interfering with governmental and other legal regulations	low	low	low	Consult with the university lawyers

Monitoring and Evaluation

Monitoring the implementation of the proposed plan will be held monthly. The evaluation of short-term and long-term results will be provided based on the following:

- Monthly reports from the working group members involved into plan implementation;
- Surveying of students and faculty (project entry surveying, mid-term surveying, post-implementation surveying);
- Surveying of participants of trainings and assessing of trainings outcomes (number of participants, their level of preparation/grades before and after trainings, their research proposals success etc.);
- Assessment of the University curricula for introducing and incorporating new courses in research ethics, research methods and research proposal and academic writing;
- Monitoring of new policies and units impact for overall university research success rate while seeking for both national and international funding;
- Sharing experience and getting feedback from each department and unit before and after changes are implemented;
- Responsible Research Conduct Review Board reports will be prepared quarterly summing up all the changes taken and accepted by the University.

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